

The University of San Francisco  
**USF Scholarship: a digital repository @ Gleeson Library |  
Geschke Center**

---

Master's Projects and Capstones

Theses, Dissertations, Capstones and Projects

---

Winter 12-13-2019

# A Formal HCAHPS Teaching Program Targeting Communication Improves HCAHPS Scores

Bobbie Davis

University of San Francisco, [bbroski@gmail.com](mailto:bbroski@gmail.com)

Follow this and additional works at: <https://repository.usfca.edu/capstone>



Part of the [Nursing Administration Commons](#), and the [Other Nursing Commons](#)

---

## Recommended Citation

Davis, Bobbie, "A Formal HCAHPS Teaching Program Targeting Communication Improves HCAHPS Scores" (2019). *Master's Projects and Capstones*. 925.

<https://repository.usfca.edu/capstone/925>

This Project/Capstone is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Master's Projects and Capstones by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact [repository@usfca.edu](mailto:repository@usfca.edu).

A Formal HCAHPS Teaching Program Targeting Communication Improves HCAHPS Scores

Bobbie Davis, BSN, RN, OCN, BMTCN

MSN Graduate Student, Expected Graduation: August 9, 2019

University of San Francisco

### Abstract

The Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS) survey given to patients after discharge from an inpatient unit is a validate tool used to determine the level of patient experience. Organizations across the country, including the Northern California Academic Medical Center, have implemented many initiatives aimed at improving these scores. HCAHPS scores for the hematology/oncology unit at this medical center remain low even after previous education efforts. The aim of this quality improvement project was to improve the patient experience, as evidenced by HCAHPS scores, with the implementation of an HCAHPS teaching program for nursing staff, focusing on understanding what HCAHPS are, how patients absorb information, and key phrases and practices that can positively affect patient perceptions. Over a three-week period, staff received education on HCAHPS, top box scores, and communication intervention and tools that can be used for each of the three domains being focused on by the organization, care transitions, education about medication, and staff responsiveness. HCAHPS scores and the rate staff integrated interventions into their practice were the main measurement modalities. Knowledge of HCAHPS and attitude towards importance improved among staff, unfortunately HCAHPS scores for staff responsiveness, the domain requiring the most improvement, did not meet the benchmark but did improve by 13 points (49% to 62%). This HCAHPS teaching program has potential to improve HCAHPS scores significantly, however due to the project lead having an unforeseen absence education was not reinforced as planned.

## A Formal HCAHPS Teaching Program Targeting Communication Improves HCAHPS Scores

### **Introduction**

#### **Problem Description**

With the inception of the Affordable Care Act (ACA) hospitals are no longer rated solely on quality, outcomes and cost. Now the Hospital Consumer Assessment of Healthcare Providers and Systems (HCAHPS) survey plays an important part in rating systems as well as accounting for up to 30% of value-based purchasing (VBP) scores and incentive payments (Dempsey, Reilly, & Buhlman, 2014). Many have questioned the idea of focusing on patient experience as a means of measuring healthcare organizations, however, over the years data has proven that how patients perceive care directly correlates with patient outcomes (Papanicolas, Figueroa, Orav, & Jha, 2017). HCAHPS has been extensively studied to ensure the measurement of patient experience, on all levels, is accurate and useful for broadening organizations process improvement programs. When organization's HCAHPS scores meet benchmarks, it boosts the reputation of the organization and indicates to consumers that hospital staff focus on delivering patient centered care and that there is a commitment to improving quality measures (Mehta, 2015).

Like many hospitals, this Northern California Academic Medical Center's hematology/oncology unit struggles to meet the target for three of the nine HCAHPS domains; care transitions, education about medication side effects, and staff responsiveness. Traditional methods of increasing patient satisfaction have not been successful, especially for the domain of staff responsiveness. It is apparent that new techniques and interventions are needed to improve patient satisfaction and staff's understanding of HCAHPS.

HCAHPS scores for the domain of staff responsiveness currently require the most improvement, however there is room for improvement for the remaining two domains as well, communication about medications and care transitions. Staff responsiveness must increase by almost twenty points to meet the benchmark, whereas communication about medications requires only a two-point increase. An informal survey confirmed that further education is needed regarding what HCAHPS are, why they are important, and how they are measured as only ten percent of surveyed staff were able to answer these questions. Furthermore, a microsystem assessment, patient and staff interviews indicate that improvements to communication among staff and patients as well as improved workflows for meeting patients' needs has been a missing, key element of HCAHPS improvement strategies.

After an informal learning needs assessment, which consisted of a five-question survey, of the Shared Leadership Unit Council for hematology/oncology, it was determined that there was a lack of understanding of HCAHPS. The six members of the unit council were aware that HCAHPS are measured and reported on a weekly basis and that improvement is needed. However, their knowledge of what questions are asked, what top box scores mean, and the role HCAHPS scores play in Medicare reimbursement was low. This small assessment can be applied to the unit, considering the staff responsiveness scores for this unit have decreased from approximately 60% in June 2018 to 49% in February 2019.

HCAHPS scores for the unit level were trended for eight months to determine if there was a correlation between changes on the unit and decreasing scores. Although the data showed a potential correlation, it is difficult to make a finite determination due to the six to eight-week delay in receiving HCAHPS scores post discharge. Daily reports of call light response times were also collected from the call light response system. Patient interviews were conducted five

days a week by the unit's management team. During these interviews' patients would report that nursing staff are wonderful but at times they felt they had to wait too long for responsiveness to an identified area of concern. Additionally, patients commented, "I don't want to complain, but sometimes it takes too long for my nurse to come see me.", "I know the floor/staff are really busy, but I wait too long sometimes.", "My nurse must have been really busy today because I didn't see him/her often."

### **Available Knowledge**

Measuring and improving patient experience has become a corner stone of quality measures for healthcare organizations across the country. HCAHPS has been the survey of choice since 2013, for measuring patient experience, after the Affordable Care Act (ACA) linked HCAHPS scores to the Center for Medicare and Medicaid Services (CMS) Value-Based Purchasing (VBP) reimbursement program (Merlino et al., 2014). Paid Medicare benefits in fiscal year 2018 totaled \$704.6 billion, and the penalty for not meeting the VBP quality measures was one to two percent (CMS, 2018; Medicare Payment Advisory Commission, 2018).

The review of literature supported the following PICO question: On an inpatient hematology/oncology unit, will a formal HCAHPS teaching program, that includes key words and interventions, for staff versus no teaching program increase the HCAHPS domain of staff responsiveness from 47.7% to 57% by August 1, 2019?

Effective communication skills can be learned and improved when an effective training program is used. Studies have shown that effective communication can be linked to improved patient outcomes, safety and patient satisfaction, as well as staff satisfaction (Boissy & March, 2016). Three such studies were reviewed by this CNL student. Each

study aimed to determine the impact of formal education programs targeting improved communication between hospital staff and patients and the relation to HCAHPS scores. Additionally, Boisy & March (2016) showed statistically significant improvement in HCAHPS scores related to communication with staff being highly satisfied with the course with significantly higher empathy levels. Allenbaugh, Corbelli, Rack, Rubio, & Spagneoletti (2019), did not find their program to be as effective as there was only a moderate change in HCAHPS scores after the education was implemented. However, staff were open to the education and felt their communication had improved. The study conducted by Keith, Doucette, Zimbardo, & Woolwine (2015), unfortunately, did not warrant improvement in HCAHPS scores. The authors predict that since staff and unit leaders were not involved in the decision-making process for how the education would be implemented and evaluated, staff did not buy into the change resulting in little to no improvement.

The review of literature continues to be directed towards clear, consistent and concise communication with patients with a positive impact on how they perceive staff listening to their preferences (Alaloul, Williams, Myers, Jones, & Logsdon, 2015). Improving staff's ability to communicate well is a priority, however, if the information and message being presented to the patients is not consistent organizations may not see an increase in HCAHPS. Three studies observed significant improvements in many of the HCAHPS domains after the implementation of script-based, concise and consistent communication tools. The uniqueness of these studies was that staff were included in the development of scripts and communication tools. All three discovered that continued communication with staff during the implementation phase allowed for feedback, reinforcement and encouragement (Alaloul, 2015; Annonio, 2016; Horton, 2017).

Hourly nurse rounding has been shown to increase patient satisfaction and decrease falls, pressure ulcers and call light usage (Brosey & March, 2015). Two studies were reviewed to determine the effect of hourly rounding by staff and leaders on HCAHPS scores. Brosey and March (2015) discovered that by using a change management strategy the intervention influenced a culture change in nursing practice. Although the study did not find a significant change in HCAHPS scores, overall patient satisfaction improved. Winter and Tjong (2015) attempted to determine a correlation between nurse leader rounding and improved HCAHPS scores. There was not a statistically significant increase in HCAHPS, however there was an increase in the level of trust between patients and staff because patients could see leaders had a vested interest in the day to day operations of the organization.

Education, scripts and communication tools, and rounding may all have an impact on patient satisfaction and outcomes, however organizations must have an environment in which change is embraced to see positive results. Kutney-Lee et al. (2016) found that hospitals with engaged staff and robust shared governance had some of the highest HCAHPS scores. Dempsey, Reilly and Buhlman, (2014) found that when staff have a clear understanding of the benefits of an intervention and are key collaborators patient satisfaction and staff satisfaction increases. Their study also revealed that staff were more engaged when accomplishments were rewarded, recognized and linked to quality instead of a score. Indovia et al (2016) confirmed a correlation between real-time staff feedback with increased HCAHPS scores.

Evidence suggests that the implementation of a formal HCAHPS teaching program aimed at improving staff communication skills by utilizing a script-based, concise and consistent communication tool can have a positive effect on HCAHPS scores. Furthermore, daily nurse leader rounding with real-time feedback to the staff will increase trust between nursing staff and



patients. Lastly, involving the unit's shared leadership unit council in the development, implementation and evaluation of the teaching program will increase staff participation thereby improving safety, quality and outcomes.

### **Rationale**

Everett Rogers' diffusion of innovation theory is an ideal change model process for a fast-paced hematology/oncology unit that experiences frequent changes. Rogers argued that in most cases, if there are initially a few team members open to a new idea who are willing to adopt and use it and encourage others, more team members will adopt leading to a critical mass. Eventually the number of team members who have adopted the new idea reaches a saturation point leading to sustainable change (Kaminski, 2011).

Five stages of adoption create a blueprint for Rogers' theory; knowledge, persuasion, decision, implementation, and confirmation stage. In the knowledge stage team members are made aware of the new idea and what affects implementation would have for the microsystem. For Rogers' the persuasion stage refers to how the team member processes the information provided to them whether it be positive or negative. During this process a team member often will seek more information regarding the new idea and think about how the new idea would affect his or her practice. Knowledge and persuasion stages would be addressed with the formal HCAHPS teaching program. In the decision stage team members choose to adopt or reject the new idea. At times members of the team must participate in small tests of change before committing fully to the new idea. With each week's teaching point staff are encouraged to do a small test of change for themselves. Once the mental decision to adopt a new idea has been made, team members move to the implementation stage where the idea is put into practice. Implementation may last for an extended period of time until the new idea has become standard

practice. Finally, team members engage in the confirmation stage where members look for validation of the decision to adopt and implement the new idea (Rogers, 1983).

The interventions taught in the HCAHPS teaching program need to be adopted into each staff members practice to create sustainable change. Rogers theory believes that when champions are utilized in implementation of the innovation peers can be influenced. This is in part because champions have shared values, purpose and understanding of issues with their peers. With this shared purpose they can balance the multiple needs of the unit and lead their peers to the adoption of the shared vision.

Rogers theory also details how organizations with certain characteristics are more likely to succeed with implementation of innovations. The characteristics this Northern California Academic Medical Center possesses include; being a larger organization, being well interconnected, as well as having sufficient organizational slack. Rogers found that large organizations are more innovative. He also determined that high degrees of network interconnectedness allow for new ideas to flow more easily. Lastly, having ample available resources to assist with an implementation can positively impact the process (Batras, Duff, & Smith, 2014).

In addition to the adoption process, Rogers separated adopters into five categories, innovators, early adopters, early majority, late majority and laggards. Innovators and early adopters are integral members of the change process team as they are quick to decide to adopt a new idea and can persuade others to follow, this group represents the HCAHPS champions and unit council members. However, laggards can also be integral if involved early in the process as they often have years of experience and knowledge that can be useful when attempting to implement a new idea.

Since the hematology/oncology unit is a large, interconnected unit with many resources, Rogers change theory worked well for the group. Staff were very eager to provide evidence-based interventions; however, they were not easily persuaded to adopt a new behavior until they have worked through Rogers decision phases. It was also important to remember that adoption of new ideas is a process and not a discrete event, which is why the teaching program allowed time to digest information and trial interventions before full adoption was expected (Hornik, 2010).

### **Specific Project Aim**

The aim of this project is to improve the patient experience, as evidenced by HCAHPS scores, with the implementation of an HCAHPS teaching program for nursing staff, focusing on understanding what HCAHPS are, how patients absorb information, and key phrases and practices that can positively affect patient perceptions.

The project begins with understanding where staff are in their knowledge of HCAHPS, how their verbal and non-verbal communication affects patient's perception of care and staff responsiveness. The project ends with implementation and evaluation of a HCAHPS teaching program for staff. The objective was to reach the following goals during the project; (1) staff will be able to verbalize what constitutes a HCAHPS "top box" score, (2) staff will be able to identify three ways they can change their practice to incorporate the standard workflow and scripting into their daily practice, and (3) staff will be able to demonstrate proficiency in the standard workflow and scripting by utilizing these interventions 90% of the time.

The Press Ganey improvement model tool was utilized to identify the cause of the low HCAHPS scores and potential solutions. When identifying the causes, it was important to put

ourselves in the patients' shoes to discover how our verbal and nonverbal communication made them feel. We may not be able to change how patients feel, but we can create positive experiences (Press Ganey, 2011). The tool then assisted with determining solutions that were focused on the patient experience but addressed the deficiencies in the care that was being provided. Once this work was completed, Rogers change theory was used to implement the teaching program.

## **Methods**

### **Context**

The hematology/oncology unit is a 38-bed unit with private and semi-private rooms. The patient population consists of newly diagnosed acute leukemia patients requiring induction or consolidation chemotherapy; lymphoma and sarcoma patients who necessitate multiple cycles of chemotherapy, as well as solid tumor patients who need supportive care for side effects of treatment and/or chemotherapy. Pain management and end of life care accounts for many of the solid tumor admissions. There are 100-110 team members, including nurses, permanent staff and travelers, nursing assistants, and unit secretaries. Nurses and nursing assistants work well together to provide individualized care to each patient. Therapeutic relationships are formed with these chronically ill patients due to their prolonged lengths of stay and frequent admissions which deepens staff's commitment to working in a collaborative environment.

Although patient and staff form trusting therapeutic relationships, patients still feel there is room for improvement. This is evident from the HCAHPS scores over the last ten months which show a decline in the three domains being focused on by this academic medical center. In the past HCAHPS scores have been higher, but with staff turnover and patient acuity levels

increasing, traditional means of sharing HCAHPS score with staff have not worked. One benefit of the increase in new staff is there is an increase in staff engagement. With staff engagement spreading there is an opportunity to educate and include the staff in process improvements aimed at increased HCAHPS scores and ultimately change the culture of the unit.

In addition to a microsystem assessment, an Institute for Healthcare Improvement cultural assessment was completed for this hematology/oncology unit. The unit scored between a 15 and 30, which is in the 'strong start' category. Per the culture assessment the unit values trust, respect, inclusion and a just culture. Teamwork, maintaining competencies, and understanding why close calls happen are priorities for staff (IHI, 2019). Frontline staff are not aware of serious safety events and action plans being shared with the full board of the organization, indicating this as an area for improvement. Pulling on the unit's strong desire to maintain teamwork, a just culture, and practice with evidence-based protocols, the HCAHPS teaching plan can be successfully implemented to improve the patient experience.

To ensure that all potential downfalls to this quality improvement project were explored a strengths, weakness, opportunities, and threats (SWOT) assessment was completed (Appendix A). Strengths for this unit were found to be the sustained culture and priority of providing the best possible patient centered care, high engagement of the unit council, and a supportive management team and assistance from a patient experience project manager. These strengths indicate that frontline staff want to improve the patient experience, and with the guidance and support of management they can be the drivers of the change. Building on the unit strengths are the opportunities of engaging new staff who want to be involved, nursing assistants and unit clerks eagerness to participate in the change process, and a patient population that is thankful for their care, but who would like better communication with frontline staff. Inclusiveness of ideas

during the intervention creation phase has been a crucial step as it encourages everyone to be involved in the change. Weaknesses revolve around the issues of communicating to a large staff, new staff who are focused on learning policy and procedures, and the need for improvement in collaboration between nurses, nursing assistants and unit clerks. Although new staff members are eager to be involved in change, their time is still consumed with learning how to practice within their new organization. The management team utilizes several forms of communication to reach over 100 staff, however reaching all staff may take three to four weeks delaying full implementation of any new initiative. The unit takes pride in their teamwork nevertheless communication and teamwork between nurses and nursing assistants and nurses and unit clerks requires improvement for this project to be effective. Threats for this unit included; drawn out union contract negotiations and the threat of a nursing strike, a group of laggards who did not see the need for change, staff turnover, and most importantly the six to eight-week delay in receiving HCAHPS results. Most institutions do not receive HCAHPS data until several weeks after a patient has been discharged. With this delay, staff can become discouraged with the lack of improvement in scores even though they have implemented the desired changes. It is important that any team attempting to institute change, aimed at improving HCAHPS scores, acknowledge and communicate the expected delay in results to staff (Indovina et al., 2016).

A cost benefit analysis and proposed budget for the HCAHPS teaching program revealed a potential CMS reimbursement gain of \$20,000 per year (Appendix B). Costs for the proposed project are minimal and are in the form of printed materials and incentives for reaching milestones of the project. As discussed before the use of the unit council during work hours and the management team negates the need for financial resources for the project. Since HCAHPS surveys require six to eight weeks for results to be reported, a minimum of six months to a year

should be set for assessment of the financial impact of the program. Lost CMS revenue from VBP program penalties can equal \$20,000 per year, it is projected that twelve months post teaching program implementation this will no longer be lost revenue:

|                                 |             |
|---------------------------------|-------------|
| Reclaimed CMS revenue           | \$20,659.66 |
| Cost of HCAHPS Teaching Program | \$250       |
| Estimated net gain              | \$20,409.66 |

With a large staff, a communication plan that reaches everyone and addresses all learning styles was developed. Education began with addressing what HCAHPS are and how they are measured. This was done by discussing one teaching point each week and presenting at shift huddles five days a week. Presentations were done by HCAHPS champions and the management team. With each teaching point an intervention was introduced, and staff were encouraged to try one intervention. To ensure all staff received the teaching, weekly presentation information was added to the unit newsletter, a power point was displayed on the unit's electronic board, and an interactive learning board was created. Patient comments from recent surveys were shared with staff. Finally, the complete teaching plan was reviewed at staff meetings. Six to eight weeks post HCAHPS teaching plan implementation HCAHPS scores were compared to pre-program implementation and were shared with the staff.

### **Intervention**

The implementation of this HCAHPS teaching program occurred in two phases, education and implementation of interventions. The education was broken down into three sections to prevent information overload and to allow staff time to do their own small tests of change with the proposed interventions. To keep the teaching program on track each section occurred over a one-week period. By creating a three-section program the team was able to

utilize the daily shift huddle time for education thereby decreasing the cost of implementation.

The first section included education on why the HCAHPS survey is important to the organization and therefore why frontline staff need to be educated. An explanation of top box scores and the three HCAHPS domains the organization is focusing on was a main teaching point. With that a deeper dive into the questions asked for each domain, was reviewed to increase transparency.

The second section educated staff on the HCAHPS domain of staff responsiveness. The unit's current score was discussed as well as patient comments that have been shared with the management team. Examples of how current communication to patients is perceived and can affect how patients answer the questions was also included. Changes to the language used to communicate with patients and simple actions that can be utilized was given to staff with the expectation that staff would trial one intervention that week. Section three addressed the other two HCAHPS domains, communication about medications and care transitions. Current scores, current practice and possible interventions for each domain was covered in this phase as well.

Although staff were encouraged to test different interventions and adopt them into their daily practice there was a need for a GO-live date for full implementation. The GO-live date was set for one-week post completion of the HCAHPS teaching program. Champions as well as the management team rounded on staff to assess their level of engagement with the interventions. The management team continued to complete their active daily management rounds with patients assessing for changes in how staff are communicating to patients. Lastly the teaching program was reinforced at staff meetings, daily huddles, weekly newsletters and the unit visibility walls.

## **Measures**

Outcome and process measures were utilized as measures to evaluate the improvement project (IHI, 2019). The main outcome measure was the actual HCAHPS scores for the unit



receiving the staff HCAHPS teaching program. The HCAHPS survey is a measure that is valid and reliable as it is a widely implemented survey across the nation and utilized by the Centers for Medicare and Medicaid Services. Additionally, a pre and post survey (Appendix C) was an outcome measure of staff's HCAHPS knowledge, specific to the domains focused on by the organization, importance of the HCAHPS scores to the organization, and finally what a top box score is. This outcome measure is also valid and reliable, as proven by the independent testing of the questions.

The process measure determined how well the staff had integrated the proposed interventions into their daily practice. This process was less reliable as it was not possible to monitor each staff member's practice on a weekly basis. Each staff member had different ways of implementing the interventions leading to variability in the outcomes. In addition, there was variability in how each staff member was observed based on the differences of the champions and management team. With the limited time frame, it was expected that significant changes in HCAHPS scores would be limited due to the lengthy turn around time of survey results. With this limited time comes the possibility of a small sample size which would affect the significance of any change.

### **Ethical Considerations**

Implementing a HCAHPS teaching program is ethically the correct thing to do. Interventions were not aimed at the patients, but instead the interventions benefited the patients. Therefore, institutional review board approval was not warranted, and the project met evidence-based change or practice project criteria (Appendix D). As nurses our practice is guided by the American Nurses Association (ANA) Code of Ethics as well as the ANA Scope of Practice. Both documents provide the foundation for patient centered care, emphasizing communication

and shared decision making (Epstein, 2015 and Marion, 2017). There are times in our practice that nurses feel ethical and moral distress due to the situations we see and tasks we are asked to do. If, during these times, nurses review the code of ethics and scope of practice one can re-center their practice to align it with the elements of these documents, decreasing their distress.

As the HCAHPS teaching program was initiated there was a level of distress among the staff regarding being asked to do, what they felt was, one more thing. One way the clinical nurse leader (CNL) student was able to address the staff's concerns was to draw on specific aspects of the code of ethics and scope of practice. Utilizing the code of ethics staff were able to understand how improving communication with patients regarding their preferences for care planning, side effects of medications, and expectations for responsiveness of staff essentially fulfilled many of the provisions. Commitment to the patient and contribution to healthcare environments are the two that resonated most with staff. When staff understood that applying effective communication techniques not only would potentially increase HCAHPS scores but was also in alignment with their primary commitment to the patient and role in maintaining an ethical environment, per the code of ethics, they were open to trialing the change.

The same understanding held true when the staff were presented with standards seven through sixteen of the ANA Nursing Scope and Standards. With a wide range of knowledge of the standards of professional nursing practice, it is not surprising that staff did not understand how the HCAHPS teaching program could help them practice to the standard. Staff appreciated being able to connect the interventions they were being asked to implement, to what was expected of them, at all times, according to the ANA. Change will always be met with uncertainty, however, when staff are able to connect the benefit of the change to evidence, better

outcomes and patient satisfaction, the intervention has an increase chance of being successfully implemented and sustained.

### **Results**

This project began with this CNL student noticing the decreased HCAHPS scores and the possible correlation with the timing of several roll outs for new equipment and assessments within the organization. After completing a preliminary analysis of data from a six-month period, an informational meeting was held with a project manager for patient experience with the intention of gaining further understanding of the knowledge gap. With the assistance from the project manager, HCAHPS data was reviewed and dissected uncovering several reasons for the low scores for staff responsiveness (Appendix E). Subsequently it was hypothesized that formal HCAHPS education with helpful phrases and interventions would be most effective at positively affecting HCAHPS scores.

Improving HCAHPS scores is a top priority for this organization therefore gaining support from leadership was not difficult. The most influential stakeholders were the unit council members, making gaining their buy in imperative. The unit council was unclear as to the importance of HCAHPS scores and how changing the daily practices of frontline staff could make a difference in the scores. However, after viewing a presentation by the patient experience project manager the council began to understand not only the importance of HCAHPS for the organization, but more importantly what HCAHPS mean to patients. With this newfound understanding there was excitement, which lead to an open dialogue related to how a teaching plan should be structured, rolled out and the role of the unit council members as champions.

In hopes of not only seeing an increase in HCAHPS scores but also staff's knowledge of HCAHPS, a three-question pre-survey was completed. Of those surveyed, less than ten percent knew what constituted a "top box" score, why HCAHPS are important for the organization, nor could list the three HCAHPS domains being focused on by the organization. Additionally, active daily rounding was conducted with patients to elicit their comments on the care being provided. Overwhelmingly the comments were positive, however many would comment that they had to wait too long for staff to respond to their needs. Pre-survey data and patient comments confirmed the CNL student had formulated an accurate hypothesis.

An initial literature review had been completed after the initial meeting with patient experience, but after speaking with stakeholders a further literature review was completed. The additional review was completed to ensure the HCAHPS teaching program was an evidence-based design. Being able to show this evidence to staff while rolling out the program would strengthen the likelihood staff would absorb the information and then adopt the change. It also served to prove that formal teaching programs can have positive results, concise consistent messaging is key and most of all having an engaged staff can make the program a success (Alaloul, 2015; Boissy, 2016; Kutney-Lee, 2016).

A large amount of information was necessary for the teaching program to be effective, however it was evident that presenting the program in its entirety would impede the staff's learning. As to not overwhelm the staff the teaching program was divided into three sections (Appendix F), with the initial section focusing on the what and why of HCAHPS scores as well as the current state of HCAHPs scores for the unit. The remaining two topics built on the initial information, however the information focused on the three priority HCAHPS domains chosen by the organization; staff responsiveness, communication about medications, and care transitions.

For each domain the current state was reviewed using patient comments making it more real and impactful for staff. Additionally, common practices seen on the unit were reviewed with staff, specifically related to how patients perceive these practices. Modifications to how staff communicate with patients and their families was warranted based on evidence and patient comments. To address this need, staff were given examples of small changes to the phrases currently used that would have a positive impact on how the patient perceived interactions with staff. Small changes, such as sitting at the bedside while speaking with patients or writing out the patient's daily schedule on the white board, were also shared with staff to foster open communication and self-advocacy. With each topic staff were encouraged to trial as many of the recommendations as they were comfortable with. The goal of this step was to give staff time to work through their decision to adopt or reject the intervention (Rogers, 1983).

Initially the teaching program was to be presented at daily shift huddles and staff meetings by this CNL student and HCAHPS champions. Unfortunately, there were unforeseen circumstances that prohibited the student from being present for much of the rollout and post implementation observation. The responsibility of educating staff fell to the HCAHPS champions, who although eager to participate, did not have the passion for the project that the student had. The result of this unplanned pause to the project was twofold; champions were able to communicate feedback from staff to the CNL resulting in a new teaching tool, and staff had additional time to digest the education solidifying their choice to adopt the intervention. After listening to champion and staff feedback, the CNL student created a one-page teaching tool (Appendix G) aimed at providing a quick and concise reminder of the what and why of HCAHPS and key interventions for each of the three HCAHPS domains. Staff response to the

HCAHPS teaching tool was overwhelmingly positive and was shared with other nursing units throughout the organization.

### **Discussion**

The goal of the improvement project was to increase staff's HCAHPS knowledge thereby allowing staff to make changes to their daily practice which would then improve patient satisfaction and increase the HCAHPS staff responsiveness score for the hematology/oncology unit. Staff knowledge of HCAHPS did not improve as significantly as hoped, with only an increase of 30% of staff answering the post survey correctly. However, with the unplanned absence of the CNL student, a lower improvement of staff knowledge was expected. Conversely, the goal of improving HCAHPS staff responsiveness score to 57% from 47.7% was met and exceeded, increasing to 62% (Appendix H). Per Press Ganey this improvement is especially significant considering survey results take six to eight weeks to process and be reported to the organization. With this information the working hypothesis for this project is supported by the timeline of twelve weeks between the beginning of education and return of survey results.

Much of the success of the project was due in part to the passion and commitment of the unit council members (HCAHPS champions). Once the council understood the evidence and need for improving HCAHPS scores they were quick to adopt the project. Learning their cherished hematology/oncology patients were reporting their gratitude for the care they received but also voiced their displeasure with long wait times, their drive to improve communication and responsiveness was ignited. Investing in this project allowed them to then be the voice for their peers when they felt the amount of information was too overwhelming. Taking the feedback and

recommendations, the CNL student was able to simplify the education into a one-page teaching tool which was positively received by staff.

Even though the project resulted in an increased HCAHPS staff responsiveness score the design of the implementation phase could have been improved. Further work could have been done to ensure the amount of information included in each teaching point was appropriate for a five-minute huddle. One-page teaching tools for each topic could have been useful resources for the staff as they trialed the interventions. Reviewing how to deliver each teaching point with the HCAHPS champions could have prevented the pause in the project experienced by the unexpected absence of the CNL student. Lastly, larger hospital projects and goals should have been considered when establishing the implementation timeframe in order to counteract the burnout being felt by staff.

### **Conclusions**

Developing a formal HCAHPS teaching program that was easy to understand with interventions that were easily integrated into daily practice, was successful as indicated by staff response and HCAHPS scores. Understanding that previous methods of educating staff on the need to improve HCAHPS and staff's need for concrete ways to change their daily practice was a strength of this improvement project as this had not been done prior. Showing patient comments and how current practices affected patient perception of staff responsiveness, provided a sense of urgency for staff, increasing the rate of adoption. With a few revisions to how the teaching program is implemented the program can be sustained and spread throughout the organization. Utilization of the PowerPoint presentation and one-page teaching tools during new hire orientation would ensure new staff are educated about the priorities and culture of the

organization. In addition, each nursing unit could edit the presentation to include their respective HCAHPS scores and patient comments to ensure current staff are also educated.

The work of improving HCAHPS scores can be propelled when CNLs are involved. A master's prepared CNL has the necessary skills and competencies to complete a systems analysis, create an education program and implement an improvement project by managing the information and a team (AACN, 2013). CNLs are acutely aware that successful projects are not the result of work from one person, instead they are the result of a team who has the evidence and knowledge to be change agents. CNLs understand that focusing on improving communication in turn improves HCAHPS and patient outcomes.

Patient perception of care will continue to play an important role in how hospitals are evaluated and graded on performance. Hospitals must focus on practices, behaviors and communications that drive HCAHPS scores. Staff that are educated on the importance of the needed changes and are included in the decision-making process are more likely to be engaged in the culture change. This hematology/oncology unit could have continued to utilize common practices such as hourly rounding, white boards, and bedside report, which would not have resulted in improved HCAHPS scores. Instead a formal HCAHPS teaching program with a strong emphasis on clear consistent communication was utilized to refocus improvements to interventions that will have a lasting effect on patient satisfaction.



## References

- American Association of Colleges of Nursing. (2013). Competencies and curricular expectations for Clinical Nurse Leader education and practice. Retrieved from <https://www.aacnnursing.org/Portals/42/AcademicNursing/CurriculumGuidelines/CNL-Competencies-October-2013.pdf>
- Alaloul, F., Williams, K., Myers, J., Jones, K. D., & Logsdon, M. C. (2015). Impact of a script-based communication intervention on patient satisfaction with pain management. *Journal of Pain Management Nursing*, 16(3), 321-327. Doi: 10.1016/j.pmn.2014.08.008.
- Allenbaugh, J., Corbelli, J., Rack, L., Rubio, D., & Spagnoletti, C. (2019). A brief communication curriculum improves resident and nurse communication skills and patient satisfaction. *Journal of General Internal Medicine*, 34(7), 1167-1173. Doi: 10.1007/s11606-019-04951-6.
- Annonio, D., Hoffman, L. A., Zedreck, J., Barry Robertson, L., & Tuite, P. K. (2016). Ready, S.E.T., go: Improving patient-nurse communication. *Nursing Management*, 47(3), 40-49. Doi: 10.1097/01.NUMA.0000480760.76675.8f
- Batras, D., Duff, C., & Smith, B. J. (2014). Organizational change theory: Implications for health promotion practice. *Health Promotion International*, 31(1), 231-241. Doi: 10.1093/heapro/dau098
- Boissy, A., Windover, A. K., Bokar, D., Karafa, M., Neuendorf, K., Frankel, R. M.,...Rothberg, M. B. (2016). Communication skills training for physicians improves patient satisfaction. *Journal of General Internal Medicine*, 31(7), 755-761. Doi: 10.1007/s11606-016-3597-2

- Brosey, L. A. & March, K. S. (2015). Effectiveness of structured hourly nurse rounding on patient satisfaction and clinical outcomes. *Journal of Nursing Care Quality*, 30(2), 153-159. Doi: 10.1097/NCQ.0000000000000086.
- CMS (2018). Fiscal year (FY) 2019 medicare hospital inpatient prospective payment system (IPPS) and long-term acute care hospital (LTCH) prospective payment system final rule (CMS-1694-F). Retrieved from: <https://www.cms.gov/newsroom/fact-sheets/fiscal-year-fy-2019-medicare-hospital-inpatient-prospective-payment-system-ipps-and-long-term-acute-0>.
- Dempsey, C., Reilly, B., Buhlman, N. (2014). Improving the patient experience real-world strategies for engaging nurses. *Journal of Nursing Administration*, 44(3), 142-151. Doi: 10.1097/NNA.0000000000000042.
- Epstein, B. & Turner, M. (2015). The nursing code of ethics: Its value, its history. *The Online Journal of Issues in Nursing*, 20(2). Doi: 10.3912/OJIN.Vol20No02Man04
- Hornik, R. (2010). Some reflections on diffusion theory and the role of Everett Rogers. *Journal of Health Communication*, 9(1), 143-148. Doi: 10.1080/1081070490271610
- Horton, D. J., Yarbrough, P. M., Wanner, N., Murphy, R. D., Kukhareva, P. V., & Kawamoto, K. (2017). Improving physician communication with patients as measured by HCAHPS using a standardized communication model. *American Journal of Medical Quality*, 32(6), 617-624. Doi: 10.1177/1062860616689592
- Indovina, K., Keniston, A., Reid, M., Sachs, K., Zheng, C., Tong, A.,...Burden, M. (2016). Real-time patient experience surveys of hospitalized medical patients. *Journal of Hospital Medicine*, 11(4), 251-256. Doi: 10.1002/jhm.2533

Institute for Healthcare Improvement (2019). Safety Cultural Assessment. Retrieved from:

<http://www.ihl.org/education/InPersonTraining/patient-safety-executive-developmentprogram/Pages/Safety-Culture-Assessment.aspx>

Keith, J. L., Doucette, J. N., Zimbro, K., & Woolwine, D. (2015). Making an impact: Can a training program for leaders improve HCAHPS scores? *Nursing Management*, 46(3), 20-27. Doi: 10.1097/01.NUMA.0000459093.40988.78.

Kaminski, J. (2011). Diffusion of innovation theory. *Canadian Journal of Nursing Informatics*, 6(2). Retrieved from <http://cjni.net/journal/?p=1444>

Kutney-Lee, A., Germack, H., Hatfield, L., Kelly, S., Maguire, P., Dierkes, A., ...Aiken, L. H. (2016). Nurse engagement in shared governance and patient and nurse outcomes. *Journal of Nursing Administration*, 46(11), 605-612. Doi: 10.1097/NNA.00000000000000412

Marion, L., Douglas, M., Lavin, M. A., Barr, N., Gazaway, S., Thomas, E., & Bickford, C. (2017). Implementing the new ANA standard 8: Culturally congruent practice. *The Online Journal of Issues in Nursing*, 22(1). Doi: 10.3912/OJIN.Vol22No01PPT20.

Medicare Payment Advisory Commission (2018). A data book: Health care spending and the medicare program. Retrieved from: [www.medpac.gov/docs/default-source/data-book/jun18\\_databookentirereport\\_sec.pdf](http://www.medpac.gov/docs/default-source/data-book/jun18_databookentirereport_sec.pdf)

Mehta, S. J. (2015). American medical association journal of ethics. *American Journal of Ethics*, 17(7), 616-621. Retrieved from: <https://journalofethics.ama-assn.org/sites/journalofethics.ama-assn.org/files/2018-05/ecas3-1507.pdf>

Merlino, J. I., Kestranek, C., Bokar, D., Sun, Z., Nissen, S. E., & Longworth, D. L. (2014).

HCAHPS survey results: Impact of severity of illness on hospitals' performance on

HCAHPS survey results. *Journal of Patient Experience*, 2(1), 16-21. Doi:

10.1177/237437431400100204.

Papanicolas, I., Figueroa, J. F., Orav, E. J., & Jha, A. K. (2017). Patient hospital experience

improved modestly, but no evidence medicare incentives promoted meaningful gains.

*Health Affairs*, 36(1), 133-140. Doi: 10.1377/hlthaff.2016.0808.

Press Ganey (2011). UP! Optimizing HCAHPS performance. Retrieved from

[www.pressganey.com](http://www.pressganey.com)

Rogers, E. M. (1983). *Diffusion of innovations* (3<sup>rd</sup> ed.). New York, NY: The Free Press.

Retrieved from <http://www.experience->

[capitalization.net/bitstream/handle/123456789/83/diffusion-of-](http://www.experience-capitalization.net/bitstream/handle/123456789/83/diffusion-of-)

[innovations.pdf?sequence=1&isAllowed=y](http://www.experience-capitalization.net/bitstream/handle/123456789/83/diffusion-of-innovations.pdf?sequence=1&isAllowed=y)

Stanford Health Care (2018). Annual disclosure report of Stanford health care for the fiscal year ended August 31, 2018. Retrieved from:

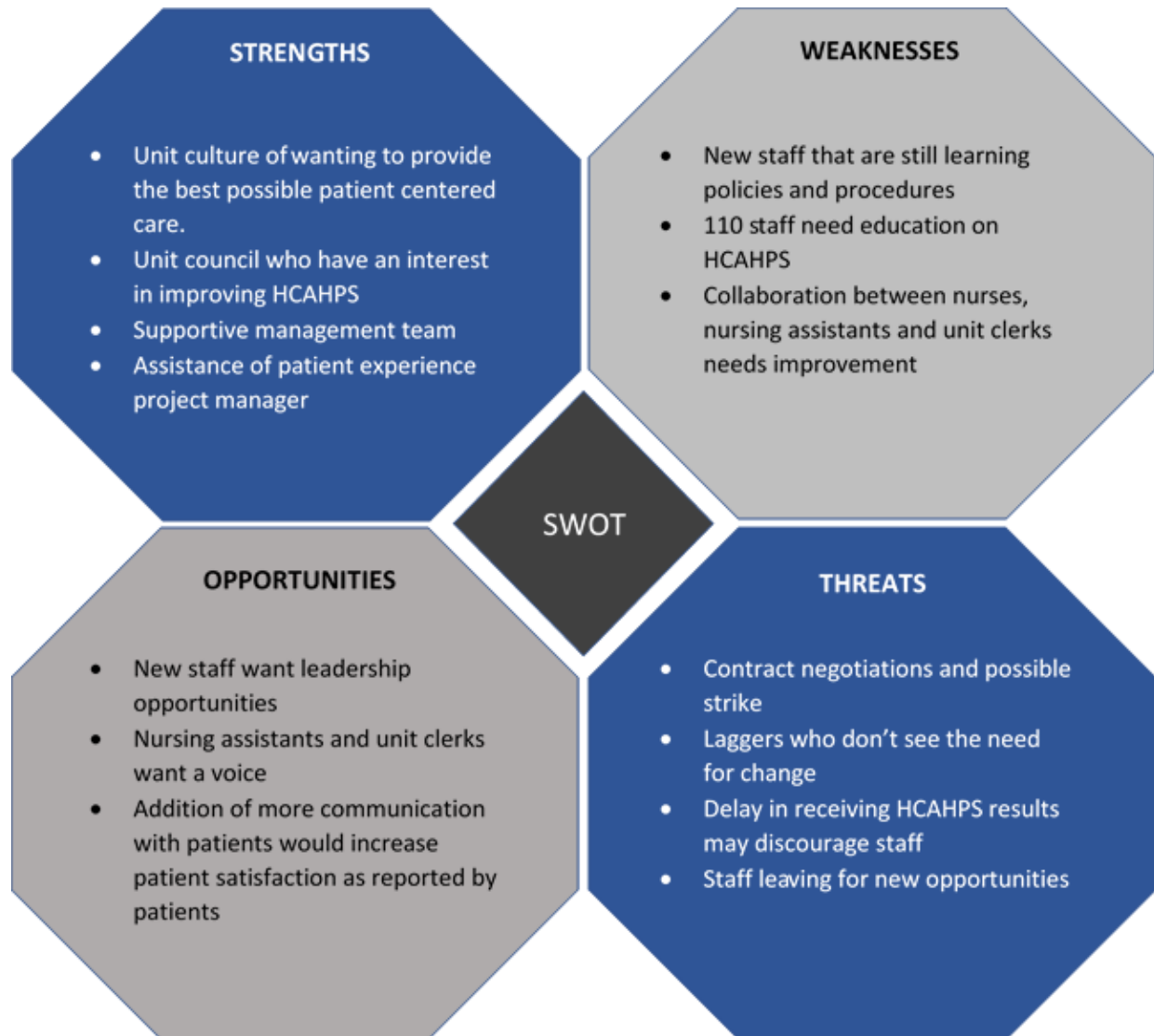
<https://stanfordhealthcare.org/...us/.../FY18%20Annual%20Disclosure%20Report.pdf>

Winter, M. & Tjiong, L. (2015). Does purposeful leader rounding make a difference? *Nursing*

*Management*, 46(2), 26-32. Doi: 10.1097/01.NUMA.0000460034.25697.06

## Appendix A

## Strengths, Weaknesses, Opportunities, and Threats Analysis



## Appendix B

## Cost Benefit Analysis for HCAHPS Teaching Program

| Description                    | Value          |
|--------------------------------|----------------|
| 2018 Medicare Revenue          | \$1,032,983.00 |
| 2018 CMS Penalty               | 2%             |
| 2018 Lost Revenue              | \$20,659.66    |
| Cost of Education Program x1yr | \$250          |
| Potential Increased Revenue    | \$20,409.66    |

## Appendix C

## Pre and Post HCAHPS Knowledge Survey

Questions were weighted based on what was being asked. Question 1 accounted for 3 points, as staff were required to list all 3 domains. Question 2 accounted for 4 points, as all 4 options were correct. Question 3 accounted for 1 point as only one answer was correct.

1. List the 3 HCAHPS domains our organization chose to focus on this fiscal year?
2. HCAHPS are important because? (circle all that apply)
  - a. HCAHPS is a standard survey instrument used to measure a patient's hospital experience.
  - b. Performance on HCAHPS is tied to Medicare reimbursement
  - c. HCAHPS Star Rating are available online as part of Hospital Compare
  - d. HCAHPS align with Stanford's goal of delivering the best possible care for every patient every time.
3. A "Top Box" score means
  - a. Patients rank hospitals by which one they like best and the hospital at the top is the "top box"
  - b. The percentage of patients giving a rating of "5" (Very Good)
  - c. The percentage of patients giving a rating of "1" (Very Poor)
  - d. The received a large number of survey responses or a large "n size".

## Appendix D

**EVIDENCE-BASED CHANGE OF PRACTICE PROJECT CHECKLIST \*****STUDENT NAME:** Bobbie Davis**DATE:** 5/6/19**SUPERVISING FACULTY:** Mary Lou De Natale**Instructions: Answer YES or NO to each of the following statements:**

| <b>Project Title: HCAHPS Teaching Program</b>   | <b>YES</b> | <b>NO</b> |
|---|------------|-----------|
| The aim of the project is to improve the process or delivery of care with established/ accepted standards, or to implement evidence-based change. There is no intention of using the data for research purposes.  | x          |           |
| The specific aim is to improve performance on a specific service or program and <b>is a part of usual care</b> . ALL participants will receive standard of care.  | x          |           |
| The project is <b>NOT</b> designed to follow a research design, e.g., hypothesis testing or group comparison, randomization, control groups, prospective comparison groups, cross-sectional, case control). The project does <b>NOT</b> follow a protocol that overrides clinical decision-making.  | x          |           |
| The project involves implementation of established and tested quality standards and/or systematic monitoring, assessment or evaluation of the organization to ensure that existing quality standards are being met. The project does <b>NOT</b> develop paradigms or untested methods or new untested standards.  | x          |           |
| The project involves implementation of care practices and interventions that are consensus-based or evidence-based. The project does <b>NOT</b> seek to test an intervention that is beyond current science and experience.   | x          |           |
| The project is conducted by staff where the project will take place and involves staff who are working at an agency that has an agreement with USF SONHP.   | x          |           |
| The project has <b>NO</b> funding from federal agencies or research-focused organizations and is not receiving funding for implementation research.   | x          |           |
| The agency or clinical practice unit agrees that this is a project that will be implemented to improve the process or delivery of care, i.e., <b>not</b> a personal research project that is dependent upon the voluntary participation of colleagues, students and/ or patients.   | x          |           |
| If there is an intent to, or possibility of publishing your work, you and supervising faculty and the agency oversight committee are comfortable with the following statement in your methods section: <i>"This project was undertaken as an Evidence- based change of practice project at X hospital or agency and as such was not formally supervised by the Institutional Review Board."</i> | x          |           |

**ANSWER KEY:** If the answer to **ALL** of these items is yes, the project can be considered an Evidence-based activity that does NOT meet the definition of research. IRB review is not required. Keep a copy of this checklist in your files. If the answer to ANY of these questions is **NO**, you must submit for IRB approval.

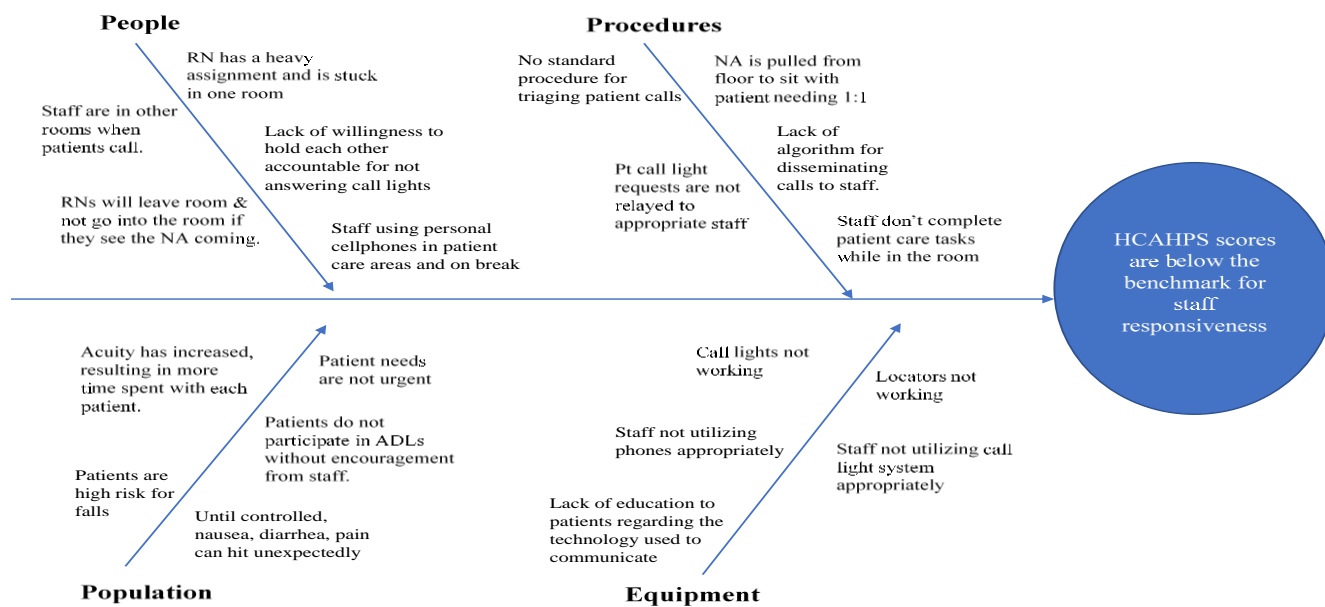
\*Adapted with permission of Elizabeth L. Hohmann, MD, Director and Chair, Partners Human Research Committee, Partners Health System, Boston, MA.



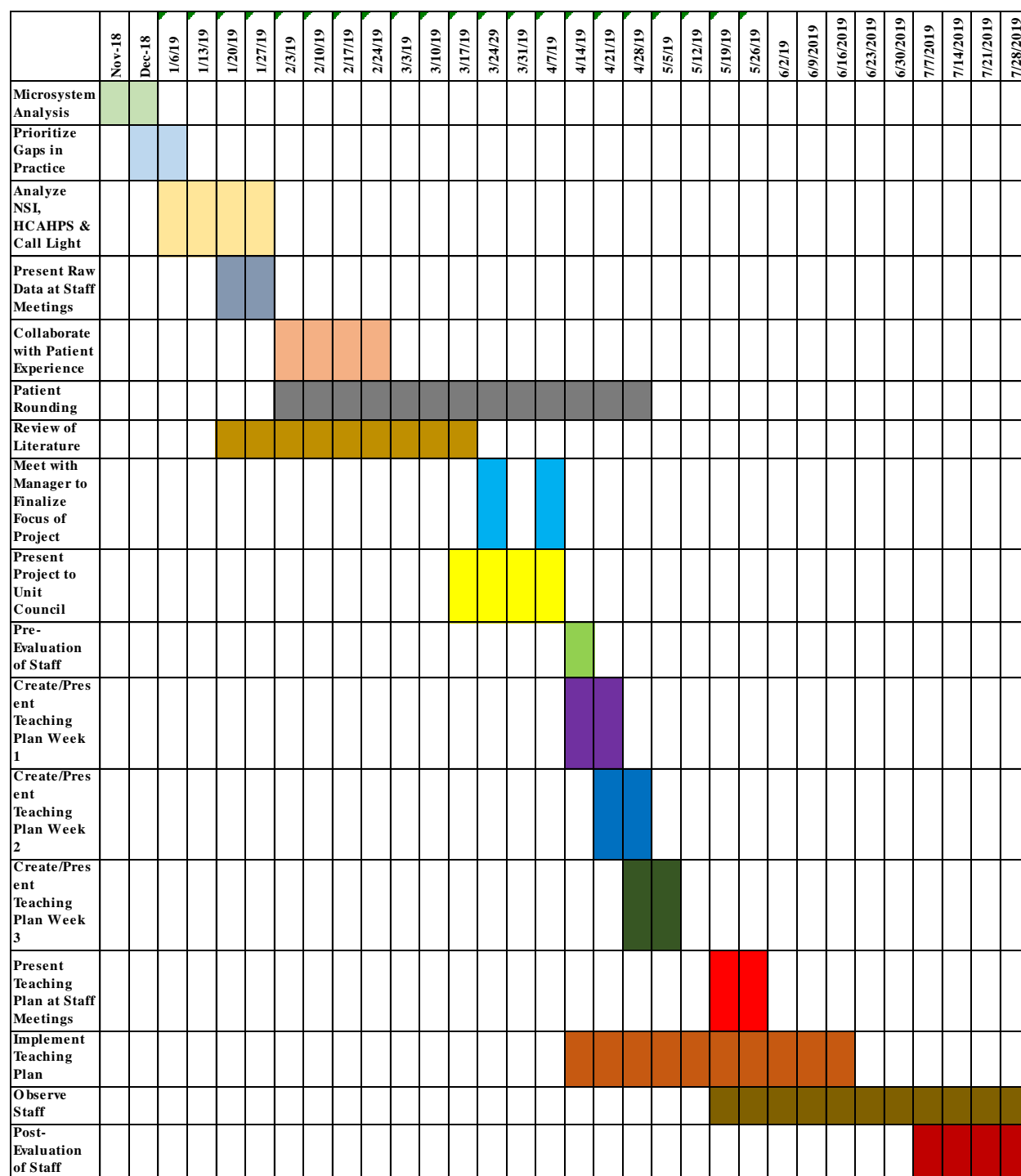
## Appendix E

## Process Improvement Tools: Fishbone and Gantt Chart

## Fishbone Diagram: HCAHPS Need Improvement



## HCAHPS Teaching Program Gantt Chart



## Appendix F

## HCAHPS Teaching Program PowerPoint Presentation



## Patient Experience & HCAHPS

1


### Why is Patient Experience Important?



CMS, vizioint, BEST HOSPITAL, LEAPFROG HOSPITAL SAFETY GRADE

2

### Press Ganey Surveying Instruments



- Survey Questions: Includes Press Ganey Survey questions and HCAHPS survey questions.
- Mode: Paper only
- Attribution: Based on unit of discharge
- Volume: 1,500 mailed per month for inpatient overall
- Response Rate: 22%

3

### Press Ganey Top Box Score

**Top Box Score** The percentage of patients giving a rating of "5" (Very Good).

Goal: Deliver best possible care for every patient every time.

Top Box: Measurement of patients rating their experience as the best possible experience.

Anything less than a 5 is considered a "defect".

Example:  $(0 + 1) \div 2 = 50\%$

4

### HCAHPS What is it and why is it important?

**Overview**

- HCAHPS is a standard survey instrument used to measure a patient's hospital experience.
- Performance on HCAHPS is tied to Medicare reimbursement.
- HCAHPS Star Ratings are available online as part of Hospital Compare.

**Vizient**

- Vizient measures a Quality & Accountability (Q&A) quarterly calculator and annual report.
- These contain metrics from each of the seven domains measured in new academic hospitals.
- The patient-experience domain leverages HCAHPS data.

**Patient-Centeredness Domain**

| HCAHPS Domain       | 2017  | 2018  | Change |
|---------------------|-------|-------|--------|
| Overall Performance | 81.15 | 81.05 | -0.10  |
| Structure           | 81.15 | 81.05 | -0.10  |
| Process             | 81.15 | 81.05 | -0.10  |
| Transitions         | 81.15 | 81.05 | -0.10  |
| Staff               | 81.15 | 81.05 | -0.10  |
| Facilities          | 81.15 | 81.05 | -0.10  |
| Transitions of Care | 81.15 | 81.05 | -0.10  |

5

### Reporting to [Redacted]

| Location | Care Transitions | Transitions of Care | Response of Staff |
|----------|------------------|---------------------|-------------------|
| EL (77)  | 80.2%            | 75.0%               | 75.0%             |
| EL (78)  | 80.2%            | 75.0%               | 75.0%             |
| EL (79)  | 80.2%            | 75.0%               | 75.0%             |
| EL (80)  | 80.2%            | 75.0%               | 75.0%             |
| EL (81)  | 80.2%            | 75.0%               | 75.0%             |
| EL (82)  | 80.2%            | 75.0%               | 75.0%             |
| EL (83)  | 80.2%            | 75.0%               | 75.0%             |
| EL (84)  | 80.2%            | 75.0%               | 75.0%             |
| EL (85)  | 80.2%            | 75.0%               | 75.0%             |
| EL (86)  | 80.2%            | 75.0%               | 75.0%             |
| EL (87)  | 80.2%            | 75.0%               | 75.0%             |
| EL (88)  | 80.2%            | 75.0%               | 75.0%             |
| EL (89)  | 80.2%            | 75.0%               | 75.0%             |
| EL (90)  | 80.2%            | 75.0%               | 75.0%             |
| EL (91)  | 80.2%            | 75.0%               | 75.0%             |
| EL (92)  | 80.2%            | 75.0%               | 75.0%             |
| EL (93)  | 80.2%            | 75.0%               | 75.0%             |
| EL (94)  | 80.2%            | 75.0%               | 75.0%             |
| EL (95)  | 80.2%            | 75.0%               | 75.0%             |
| EL (96)  | 80.2%            | 75.0%               | 75.0%             |
| EL (97)  | 80.2%            | 75.0%               | 75.0%             |
| EL (98)  | 80.2%            | 75.0%               | 75.0%             |
| EL (99)  | 80.2%            | 75.0%               | 75.0%             |
| EL (100) | 80.2%            | 75.0%               | 75.0%             |

6

### HCAHPS Specific Questions

| HCAHPS Domain                   | Survey Questions  |
|---------------------------------|---|
| Communication About Medications | Before giving you any new medicine, how often did hospital staff tell you when the medicine was for?  |
| Transitions of Care             | When I left the hospital, I had a good understanding of the things I was responsible for in managing my health.<br>When I left the hospital, I clearly understood the purpose for taking each of my medications.      |
| Responsiveness of the Care Team | How often did you get help in getting to the bathroom or in using a bedpan as soon as you wanted?<br>During the hospital stay, when you pressed the call button, how often did you get help as soon as you wanted it? |

7

### NEXT STEPS

- Review domain questions and think about how you would answer them if your loved one was the patient in the bed receiving care from you?
- Brainstorm reasons why patients perceive the responsiveness of staff as needing improvement...remember we need to move away from thinking this is an equipment issue.

8

### HCAHPS Staff Responsiveness

Response of Staff

54.1%

Response of Staff Domain Questions

During the hospital stay, when you pressed the call button, how often did you get help as soon as you wanted it?

How often did you get help in getting to the bathroom or in using a bedpan as soon as you wanted?

9

### HCAHPS Language Plays a Role

**What Patients Say:**

- How many patients does my nurse have today? It seems really busy.
- I don't want to complain because everyone is really nice, but I often have to wait a long time for someone to come into my room.
- The floor must be really busy today, it is taking a long time to get help.

**What Staff Say and Do:**

- I'm sorry you had to wait, it is really busy on the floor.
- I'm sorry I haven't been in to see you much, I've been busy with a sick patient.
- Your nurse is really busy today, I'll try to find someone to help you.
- Can I get anything for you, or is there anything else I can do... WHILE you have already started to exit the room.

10

### HCAHPS Workflow Plays a Role

**Call Light Answering Workflow**

NOT Just a Unit Clerk Responsibility

- Do we ensure staff are responding to patient's need?
- Do we take the time to give the patient an update on when their request will be acknowledged?
- How long do we wait before passing on the request to another staff member?
- Are there changes we can make to ensure patients/families know we are working on their request?

**Equipment**

- Passing off of phones and locators
- Logging into phone at start of shift
- Information entered into system at beginning of shift

11

### HCAHPS Small Changes Make a Difference

**Language** - small phrases that convey a big message

- Before leaving the room, "Is there anything else I can help you with now? I have the time."
- When the request is time consuming, "That is a very important request, would it be alright with you if we schedule a time to address that concern?"
- When there is a large list, "I want to address all of your needs, can we work together to prioritize what needs to be done now and what can be addressed at a later time?"
- If you schedule a time to address needs, make sure to indicate time on the white board and follow through on your promise if possible.
- Take time to sit down with patient, even if it is just for a minute.

12

**HCAHPS** | Small Changes Make a Difference

**Call Light Workflow** – teamwork makes the dreamwork

- Answer call lights within 3 rings
- Alert assigned RN or NA (if able) look at Hifrom system to see if staff is in a room before testing)
- If able, enter patients room to assure their nurse is on the way.

**Other Options**

- Create taskforce to create algorithm for triaging calls and alerting appropriate staff
  - nurses, nursing assistants, and unit clerks
- Re-examine how hourly rounds are implemented
- Brainstorm template for nurses & NAs to create a schedule of goals for patients for the shift.

13

**Next Steps** | Staff Responsiveness

- Review the small phrases and integrate one or two of them into your daily practice.
- At least one shift this week, take just 1 minute to sit with each of your patients.
- If you notice a light has been on for more than 2 minutes, let the patient know the nurse is coming.
- If you don't normally create a daily schedule with your patient try it with at least 1 patient this week.

14

**HCAHPS** | Communication About Medications

15

**HCAHPS** | Language Plays a Role

"This Medication Could Cause..."

- Implication is side effects are communicated
- Done frequently especially with chemo, narcotics, & beron
- Patients don't hear "side effect"



"A Side Effect of This Medication is..."

- Clear that side effects are being taught
- When patient's read survey questions with the words "side effects" easily associate with language used while hospitalized.
- A change in language could make a big difference

16

**HCAHPS** | Opportunities for Communication

- Remember you can teach about medications and side effects throughout your shift, not just at med pass
- Research shows that people need to read and hear education several times to remember it.
  - Don't rely on just printed education or verbal education
- Utilize on-line resources
  - **New Inpatient MyHealth App** – allows user to learn more about prescribed medications
  - **Chemocare** – great reliable resource for patients and nurses

17

**HCAHPS** | Care Transitions

18

**HCAHPS** | How We Can Help?

- **Engage each patient in their plan of care**
  - What are their priorities for the day
  - What are their priorities for discharge
  - Encourage them to ask the team questions and voice their concerns
- **Consult with Social Work and Case Management**
  - Communicate with assigned social worker and case manager directly & early, when patients have concerns or needs for discharge
- **Empower patients to advocate for themselves**
  - encourage them to use new Inpatient MyHealth App



19

**Next Steps** | Communication About Medications & Care Transitions

- Try incorporating the words "Side Effect" into your medication teaching
- Familiarize yourself with MyHealth Inpatient, Chemocare, and our established teaching tools (education corner)
- Practice working discharge needs and wants into your conversations with patients.
- **Inform your patients they may receive a survey in the mail after discharge. Encourage them to fill the survey out as we really do want to hear from them so we can improve the care we provide.**

20

## Appendix G

## HCAHPS One Page Teaching Tool

## HCAHPS: WORDS MATTER

SMALL PHRASES CONVEY A BIG MESSAGE

### WHAT ARE TOP BOX SCORES?

**Top Box Score:** The percentage of patients giving a rating of "5" (Very Good).

**Top Box** ties neatly with SHC's goals.

**-SHC's goal:** Deliver best possible care for every patient every time.

**-Top Box:** Measurement of patients rating their experience with SHC as the best possible experience.

Anything **less** than a 5 is considered a "defect".

### STATISTICS ABOUT LISTENING

- 50% of what we hear we immediately forget
- Within 2 months, we have forgotten 75% of what was heard
- Of the 25% we do remember, only about 60% is correct
- Research shows saying a key word or phrase 3 times in conversation increases retention.

### COMMUNICATION ABOUT MEDICATIONS

- We often say, "*This medication could cause...*" Unfortunately patients don't associate these words with side effects.
- Try saying, "*A side effect of this medication is...*" or "*For your safety, I want to review your side effects.*"
- After reviewing, ask them to share their understanding of what you taught them.

### STAFF RESPONSIVENESS

- Before** leaving the room, "*Is there anything else I can help you with now?*" *I have the time.*"
- When request are **time consuming**, "*That is a very important request, would it be alright with you if we schedule a time to address that concern?*"
- When the list is **long**, "*I want to address all of your needs, can we work together to prioritize what needs to be done now and what can be addressed at a later time?*"
- When admitting patients **educate** them about **hourly rounding**. Also include that it may take 2-5 minutes to have their call light answered so grouping requests is helpful.

### CARE TRANSITIONS

- The **key word** in the care transitions questions is "**PREFERENCES**." Repeating this word as often as possible will likely encourage the patient to respond more **positively** to this question.
- Staff should **actively** ask about the preferences of patients, family members, and caregivers.
- Staff should regularly **offer options** to patients by asking which option they prefer to **individualize** care and consider preferences.

## Appendix H

